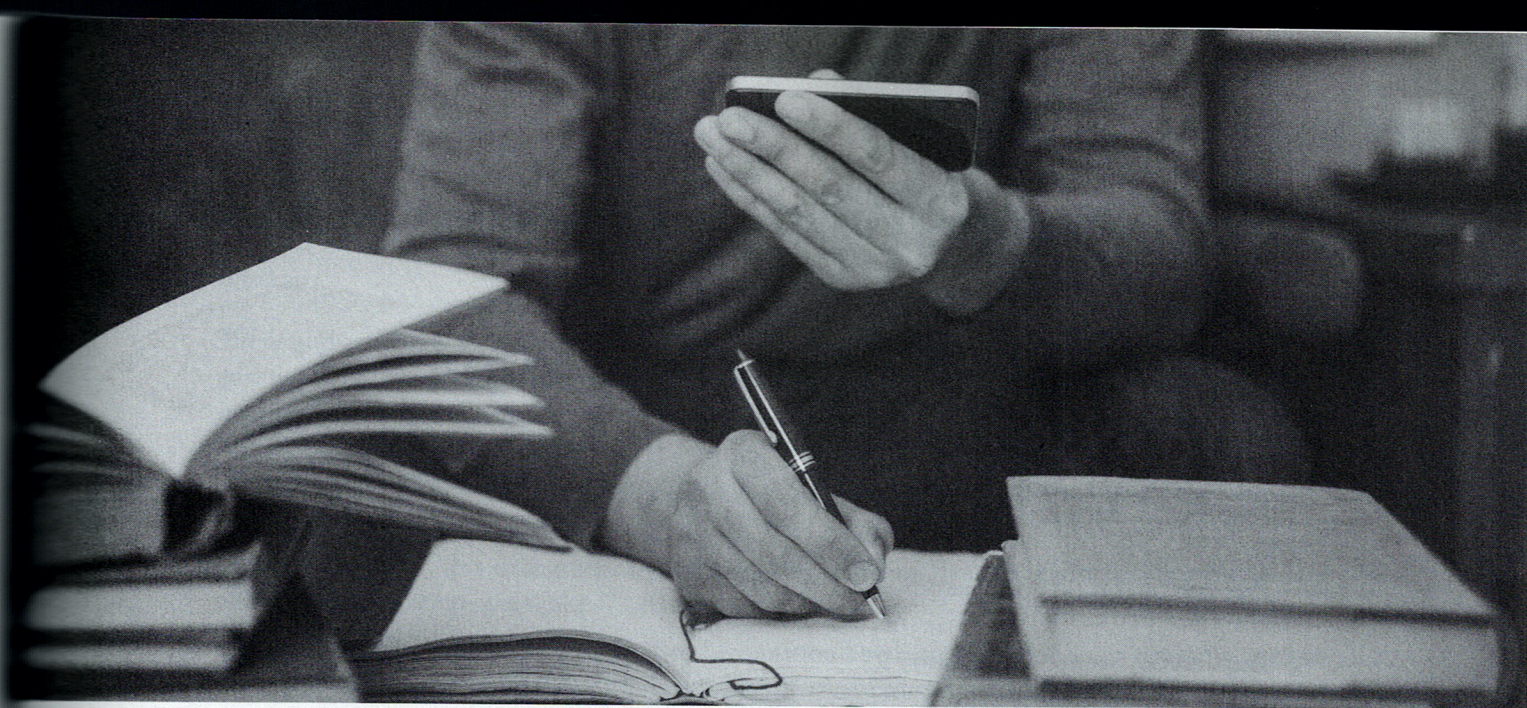




Chapter 8

Drill Answers and Explanations

2. D Main Point

The gardeners conclude that the research is flawed because it is based on a small sample of gardeners and does not take into account the possibility that the gardeners who were surveyed might be different from those who were not surveyed.

- A. No. This is not directly relevant to the argument.
- B. No. This is not directly relevant to the argument.
- C. No. This is not directly relevant to the argument.
- D. Yes. This is the main point of the argument.
- E. No. This is not directly relevant to the argument.

3. A Situation

The economist notes that companies have two choices when it comes to raising wages: they can raise wages for all employees or they can raise wages for some employees. The economist argues that if a company raises wages for all employees, it will increase its costs and reduce its profits. If a company raises wages for some employees, it will increase its costs and reduce its profits. The economist concludes that the best way for a company to raise wages is to raise wages for some employees.

- A. Yes. If employees demand the primary concern, this would guarantee the economist's conclusion that companies will choose the option that raises wages for all employees.
- B. No. Increasing wages is outside the scope of the argument.
- C. No. Making a profit is outside the scope of the argument, which is concerned with raising wages.

CHAPTER 2: ARGUMENTS

Answers for Arguments Practice Drill (Pages 122–127)

1. **B** PrepTest 56, Section 2, Question 3
2. **D** PrepTest 56, Section 3, Question 5
3. **A** PrepTest 56, Section 3, Question 8
4. **A** PrepTest 53, Section 1, Question 9
5. **D** PrepTest 53, Section 1, Question 11
6. **E** PrepTest 56, Section 2, Question 12
7. **A** PrepTest 53, Section 1, Question 21
8. **D** PrepTest 56, Section 3, Question 6
9. **B** PrepTest 56, Section 3, Question 22
10. **E** PrepTest 56, Section 3, Question 7
11. **E** PrepTest 53, Section 1, Question 16
12. **E** PrepTest 56, Section 1, Question 23
13. **B** PrepTest 56, Section 3, Question 3

Explanations for Arguments Practice Drill (Pages 122–127)

1. B Weaken

The argument concludes that Acme Corporation offers unskilled workers excellent opportunities for advancement based on the example of Ms. Garon, who started as an assembly line worker, a position that requires no special skills, and is now the president of the company. However, you don't actually know that Ms. Garon had no special skills when she started. You need to find an answer choice that offers another explanation for how she attained her position as president even though she began as an assembly line worker.

A. No. If anything, this strengthens the argument by implying that Ms. Garon's career is representative of the path Acme employees take.

B. Yes. This suggests that she advanced to her position by virtue of her business degree; therefore, this casts doubt on the argument that unskilled workers have excelled opportunities for advancement at Acme.

C. No. This doesn't tell you whether unskilled workers are among those getting promoted, so it doesn't really impact the argument.

D. No. This is irrelevant. How long she worked at Acme is not important; the reason behind her promotion is, but this choice doesn't address that.

E. No. This is out of scope; there's no link between wages and skills here.

2. D Main Point

The gardener concludes that the researchers' advice—allow certain kinds of weeds to grow among garden vegetables so as to repel caterpillars—is premature. Why? Those kinds of weeds could deplete the soil of nutrients and moisture that garden crops depend on and might attract other kinds of damaging pests.

A. No. This is not the issue; the gardener doesn't say that the use of insecticides should be eliminated.

B. No. This is a premise.

C. No. This is part of the researchers' advice, with which the gardener disagrees.

D. Yes. This matches the tone of the gardener's conclusion, which is that the researchers' advice is premature.

E. No. The gardener doesn't dispute the fact that certain weeds could have the effect of reducing the presence of caterpillars; he is more concerned about what other unforeseen effects these weeds might have.

3. A Strengthen

The economist states that companies have two means by which they can cut personnel costs during a recession—laying off some employees without reducing the wages of remaining employees or reducing the wages of all employees without laying anyone off. While both damage morale, layoffs damage it less since those who are aggrieved have left. From all this, the economist concludes that when companies must reduce personnel costs during recessions, they are likely to lay off employees. To strengthen this argument, you need to show that morale is a significant factor in companies' decision-making during a recession.

A. Yes. If employee morale is the primary concern, this would strengthen the economist's conclusion that companies will choose the option that damages morale less—laying off employees.

B. No. Increasing wages is outside the scope of the argument.

C. No. Making a profit is outside the scope of the argument, which is concerned with cutting personnel costs.

D. No. The fact that some employees resign when companies resort to reducing wages to cut personnel costs doesn't tie in to the idea of employee morale, as others may not choose to resign.

E. No. Finding qualified employees after a recession is irrelevant to the economist's argument.

4. **A** Necessary Assumption

The argument concludes that the leatherback turtle is in danger of extinction, based on evidence about nesting female leatherback turtles. This population of turtles has fallen by more than two-thirds in the past 15 years. Any species whose population declines by that amount in that amount of time is in grave danger of extinction. There needs to be a connection between the statistics for nesting female leatherback turtles and the leatherback turtle population as a whole.

A. Yes. This connects the decline of nesting female leatherback turtles to a similar decline in the leatherback turtle population as a whole.

B. No. This is too strong. The argument never claims that the turtles will actually become extinct.

C. No. This is too general. The argument needs a connection between the numbers of nesting female leatherbacks and the leatherback population as a whole. This compares the numbers of females in general with the number of males.

D. No. The argument doesn't address turtles in captivity.

E. No. The argument doesn't attempt to solve the problem; it just points out the problem.

5. **D** Reasoning

The argument concludes that a society that wants to reap the benefits of pure science ought to use public funds to support such research. The argument defines pure science as research with no immediate commercial or technological application and claims that it is a public good. Because of its nature, pure science needs a lot of monetary support and doesn't make profits in the short term. The argument then eliminates another possible funding avenue for pure science by claiming that private corporations will not fund activities that do not yield short-term profits.

A. No. The claim about private corporations is not the conclusion.

B. No. The claim about private corporations does not help define "pure research."

C. No. The claim about private corporations does not address a different goal.

D. Yes. This claim eliminates another possible funding source for pure science, which benefits the public.

E. No. This claim is not an example, so it doesn't illustrate a case.

6. **E** Flaw

The argument concludes that the energy subsidy has failed to achieve its intended purpose. Why? Even with subsidized energy production, which was intended to help residents of rural areas gain access to electricity, many of the most isolated rural populations still have no access to electricity. Yet the argument doesn't seem to take into account the fact that the subsidy's intended purpose might still be achieved even if only some, not all, rural populations now have access to electricity.

A. No. The argument never claims the subsidy's intended purpose could have been arrived at by other means, only that it has not been fulfilled thus far.

B. No. There is no discussion in the argument of the subsidy benefiting those for whom it was not intended.

C. No. The argument never claims that the subsidy was meant to help other people aside from those in rural areas.

D. No. While the argument doesn't address the possibility raised by this choice, it's not a logical flaw in its reasoning.

E. Yes. The argument incorrectly assumes that for the subsidy to achieve its intended purpose, it would have had to help everyone to whom it was applicable, not just some populations.

7. **A** Parallel Flaw

This argument is diagrammable. April rainfall exceeds 5 centimeters → trees blossom in May; → ~trees blossom in May → ~April rainfall exceeds 5 centimeters. April rainfall exceeds 5 centimeters → reservoirs full on May 1; ~reservoirs full on May 1 → ~April rainfall exceeds 5 centimeters. Conclusion: ~reservoirs full on May 1 → ~trees blossom in May. The conclusion claims that the reservoirs not being full on May 1 is sufficient to know that the trees will not blossom in May, while the evidence does not support this claim. The argument doesn't flip the terms in the contrapositive of the first premise.

A. Yes. Garlic in pantry → still fresh; ~still fresh → ~garlic in pantry. Garlic in pantry → potatoes on basement stairs; ~potatoes on stairs → ~garlic in pantry. Conclusion: ~potatoes on stairs → ~garlic still fresh.

B. No. Held over burner for two minutes → optimal temperature; ~optimal temperature → ~held over burner for two minutes. Optimal temperature → contents liquefy immediately; ~liquefy immediately → ~optimal temperature. Conclusion: held over burner for two minutes → liquefied immediately. This argument is not flawed.

C. No. More than 200 years old → classified "special"; ~classified "special" → ~more than 200 years old. Set with wooden type → more than 200 years old; ~more than 200 years old → ~set with wooden type. Conclusion: ~classified "special" → ~printed with wooden type. This argument is not flawed.

D. No. Mower operates → ~engine flooded; engine flooded → ~mower operates. Foot pedal depressed → engine flooded; ~engine flooded → ~foot pedal depressed. Conclusion: ~foot pedal depressed → mower operates. This argument is flawed, but not in the same manner as the original argument.

E. No. Kiln too hot → plates crack; ~plates crack → ~kiln too hot. Plates crack → redo; ~redo → ~plates crack. Conclusion: ~redo → ~kiln too hot. This argument is not flawed.

8. **D** Reasoning

The executive concludes that consumer response to the set of advertisements run in the print version of a travel magazine was probably below par. He bases this conclusion on the fact that consumer response to the same set of ads run on the magazine's website was more limited than is typical for website ads.

A. No. The executive bases his prediction of consumer response to the print ads on the response garnered from the website ads, so this choice, especially the part about the cause of the phenomenon, doesn't match the argument.

B. No. The executive uses information about consumer response to ads run on a website to draw a conclusion about the probable consumer response to ads run in print, an event of a different kind.

C. No. The executive does not make a statistical generalization; he is only referring to a specific set of ads.

D. Yes. He uses the evidence from the website ads to draw a conclusion about the results of the print ads, for which no direct information is available.

E. No. Future events are never referred to in the argument.

9. **B** Inference

You're looking for an answer that directly contradicts information in the paragraph. Four of the answer choices will be consistent with the information provided, even if they contain ideas that are not directly expressed in the argument.

- A. No. This is consistent with the last sentence of the paragraph.
- B. Yes. This cannot be true. The second sentence suggests that it is possible for two groups living in different environments to face the same daily challenges, so those challenges cannot be unique to those environments.
- C. No. This could be true, as it doesn't contradict anything stated in the passage.
- D. No. This could be true, as it is in line with the information found in the second and third sentences.
- E. No. This could be true, as you know from the argument that they lived in different environments.

10. **E** Resolve/Explain

A pack of ten coyotes, which are known to prey on wild cats and plover, was removed from a small island because the coyotes were supposedly decimating the plover population. However, once they were removed, the plover population decreased significantly, and within two years no plover could be found on the island. Why did the plover population shrink after the coyotes were removed?

- A. No. This suggests that the plover population should have recovered after the coyotes were removed.
- B. No. This is irrelevant; it doesn't explain why the plover population plummeted.
- C. No. By itself, this choice isn't enough to explain why the plover disappeared; you don't know that a disease that commonly infects plover would result in its decimation.
- D. No. This is irrelevant and doesn't tell you why the plover population decreased.
- E. Yes. If the coyotes were removed, then the number of wild cats would no longer be held in check; a greater number of wild cats preying on plover would result in the elimination of the plover population.

11. **E** Inference

Pick the answer best supported by the passage.

- A. No. The passage does not mention the motivations of those who make statutes.
- B. No. The passage claims that, in order to have a sound basis for preferring a given set of laws to any others, laws must be viewed as expressions of a transcendental moral code.
- C. No. The passage suggests that the moral rules have the preferred status, not the laws. Also, the last sentence suggests that moral behavior and compliance with laws are at least sometimes distinguishable.
- D. No. This is too strong. The passage doesn't say that there is no statute that the citizens have a moral obligation to obey.
- E. Yes. If the laws are to be seen as expression of a moral code that has precedence over these laws, and that measures the adequacy of these laws, then there shouldn't be an absolute moral prohibition against the violation of statutes. What if, for example, there was a statute that wasn't in accord with the moral code?

12. **E** Principle Match

Diagram the two pieces of information provided in the argument. Intermittent wind and temperature below 84 degrees $\rightarrow$ pleasant; $\neg$ pleasant $\rightarrow$ $\neg$ intermittent wind or temperatures at 84 degrees or higher. High humidity with either no wind or temperatures above 84 degrees $\rightarrow$ oppressive; $\neg$ oppressive $\rightarrow$ $\neg$ high humidity and some wind and temperatures at 84 degrees or lower. Match the principle diagrammed to a correct weather report in the answer choices.

- A. No. To be pleasant, there must be intermittent wind; however, this says there was no wind.
- B. No. To be oppressive, there must be high humidity; however, this says humidity levels were low.
- C. No. To be pleasant, the temperature must be below 84 degrees; however, this says the temperature stayed at 84 degrees.
- D. No. To be oppressive, the temperature must rise above 84 degrees; however, this says the temperature did not do so.
- E. Yes. High humidity and $\neg$ wind $\rightarrow$ oppressive.

13. **B** Main Point

Mariah concludes that Adam should not judge the essay contest. Her reasons for this, however, are different from those of Joanna, who thinks Adam would be biased because several of his classmates have entered the contest. Mariah believes that Adam should not judge the contest because he has no experience in critiquing essays.

- A. No. Mariah discounts Joanna's suspicion of bias, so this choice is not relevant.
- B. Yes. Mariah's conclusion that Adam should not be a judge is based on his lack of expertise.
- C. No. Mariah is concerned about expertise, and since she seems to believe that Adam would not have a bias, you don't know whether she would consider objectivity more important than expertise.
- D. No. Again, Mariah favors expertise, and since she seems to believe that Adam would not have a bias, you don't know whether she would weigh fairness over expertise.
- E. No. Since Mariah dismisses the idea that Adam would be biased, this isn't relevant to her conclusion.

CHAPTER 3: GAMES

Answers for Game 1 (Pages 264–265)

- 1. **A** PrepTest 56, Section 1, Question 7
- 2. **D** PrepTest 56, Section 1, Question 8
- 3. **B** PrepTest 56, Section 1, Question 9
- 4. **B** PrepTest 56, Section 1, Question 10
- 5. **E** PrepTest 56, Section 1, Question 11

Explanations for Game 1

Ranking: This is a harder game so it would be best to do this one either third or fourth.

Step 1: Diagram and Inventory This is a group game with variable assignments. You must assign two of four people—G, H, J, and M—to move each of three pieces of furniture—R, S, and T. Your diagram should have three columns labeled R, S, and T across the top, and each column should have two slots. Every person must be used at least once, but may be used again as well.

GHJM	R	S	T
	--	--	--

Step 2: Symbolize and Double-check the Clues

Clue 1: $G_S \rightarrow H_R$; $\neg H_R \rightarrow \neg G_S$ $H_R \rightarrow G_S$; $\neg G_S \rightarrow \neg H_R$

Clue 2: $J_T \rightarrow M_R$; $\neg M_R \rightarrow \neg J_T$

Clue 3: 

Be sure to double-check these clues carefully.

Step 3: Make Deductions and Size Up the Game Because there are only three clues, and two of them are conditional, there's not much you can deduce for certain from the clues. You will need to keep an eye out for potential conflicts with G and J, though, since each is involved in two clues. Head to the questions and try possibilities.

Steps 4–6: Assess the Question, Act, and Use Process of Elimination Question 1 appears to be a Grab-a-Rule, so let's start there.

1. Which one of the following could be an accurate matching of each piece of furniture to the two people who help each other move it?

- (A) recliner: Grace and Maria; sofa: Heather and Josh; table: Grace and Heather
- (B) recliner: Grace and Maria; sofa: Heather and Maria; table: Grace and Josh
- (C) recliner: Heather and Josh; sofa: Grace and Heather; table: Josh and Maria
- (D) recliner: Heather and Josh; sofa: Heather and Maria; table: Grace and Maria
- (E) recliner: Josh and Maria; sofa: Grace and Heather; table: Grace and Maria

Here's How to Crack It

Use each clue to eliminate answer choices until only one choice remains. Clue 1 eliminates (D) and (E). Clue 2 eliminates (C). Clue 3 eliminates (B). Therefore, the credited response is (A).

Now move on to specific questions that provide additional information about the game.

2. If Josh and Maria help each other move the recliner, then which one of the following must be true?

- (A) Heather helps move the sofa.
- (B) Josh helps move the sofa.
- (C) Maria helps move the sofa.
- (D) Grace helps move the table.
- (E) Heather helps move the table.

Here's How to Crack It

Place J and M in the R column. Since R is now full, check to see which clues might be affected. The contrapositive of the first part of clue 1 says that if H isn't in R, then G can't be in S. As G must be used at least once, it will have to be in the T column, so put it there. There's nothing more that you know for certain, so go to the answer choices, keeping in mind that the question asks for what *must be true*. Choice (D) is the only one that must be true based on the diagram.

GHJM	R	S	T
2.	JM	--	G ^{~J}

3. If Heather helps move each of the pieces of furniture, then which one of the following could be true?

- (A) Grace helps move the recliner. 
- (B) Maria helps move the recliner. 
- (C) Josh helps move the sofa. 
- (D) Maria helps move the sofa. 
- (E) Grace helps move the table. 

Here's How to Crack It

Place H in all three columns. Looking at clue 1, you know that G must be in S because H is in R. That means S is now full, and the remaining slots in R and T will have to be occupied by either J or M, as each element must be used at least once. Since clue 3 will be satisfied if you place J in T (the only remaining space for M is in R), you can actually have either element in either slot. Put J/M and M/J in the empty slots; the question asks for what *could be true*, so your answer will likely involve J or M.

Choice (A) is not possible because G is in S. Choice (B) is possible based on the diagram. Eliminate (C) and (D) because both H and G are in S, so J or M cannot also be in S. Choice (E) is not possible because G is in S, so it cannot be in T.

GHJM	R	S	T
2.	JM	--	G ^{~J}
3.	H J/M	HG	H M/J

5. If Josh and Maria help each other move the sofa, then which one of the following could be true?

- (A) Heather and Josh help each other move the recliner. 
- (B) Heather and Maria help each other move the recliner. 
- (C) Grace and Josh help each other move the table. 
- (D) Grace and Maria help each other move the table. 
- (E) Heather and Maria help each other move the table. 

Here's How to Crack It

Place J and M in column S. From clue 1, you know that if G is not in S, then H cannot be in R, which means H must be in T. Place H in T and put a $\sim H$ in R so that you remember that H cannot be there, since elements may be used more than once. That's all you know for certain, so go to the answer choices to see what you can eliminate.

Eliminate (A) and (B) because H cannot be in R. Choice (C) violates Clue 3, so cross it off. Choice (D) is not possible because H must be in T, so there is no room for both G and M to be in T with H. Therefore, the answer must be (E), which could be true based on the diagram.

GHJM	R	S	T
2.	JM	--	$G_{\sim J}$
3.	$H_{J/M}$	HG	$H_{M/J}$
5.	$\sim H$ --	JM	H--

4. Which one of the following could be a pair of people who help each other move both the recliner and the table?

- (A) Grace and Josh 
- (B) Grace and Maria 
- (C) Heather and Josh 
- (D) Heather and Maria 
- (E) Josh and Maria 

Here's How to Crack It

Do this question last so you can use prior work from the other questions. Use clues, deductions, and prior work to eliminate answer choices before you try any remaining answers looking for a pair that can move both R and T.

Choice (A) violates Clue 3, so eliminate it. Choice (B) doesn't violate any rules, so leave it for now and come back to it. Choice (C) violates Clue 2, so you can eliminate it. Choice (D) does not look bad at first glance, but if you try it out, it requires the other players (G and J) to move S together, which would violate Clue 2. Cross it off. Choice (E) would require the other players (G and H) to move S together, which would violate Clue 1, so you can eliminate this one too. Therefore, the credited response is (B), which does not violate any rules. Try it out to confirm G and M can move R and T together.

GHJM	R	S	T
2.	JM	--	G ^{~J}
3.	H ^{J/M}	HG	H ^{M/J}
5.	-- ^{~H}	JM	H [~]
4b.	GM	JH	GM
4d.	HM	JH	HM
4e.	JM	GH	JM

Answers for Game 2 (pages 266–267)

6. A PrepTest 45, Section 3, Question 7
7. A PrepTest 45, Section 3, Question 8
8. A PrepTest 45, Section 3, Question 9
9. A PrepTest 45, Section 3, Question 10
10. C PrepTest 45, Section 3, Question 11
11. E PrepTest 45, Section 3, Question 12

Explanation for Game 2

Ranking. Between the first and second game, this one is more straightforward. The 2D aspect of the game can be challenging, but all the elements are of the same type. This should be your first game. If you looked at all the games before choosing one, you may have done Game 3 first. Either way, this is one of the easier games and should be done sooner.

Step 1: Diagram and Inventory This is a 2D ordering game. There are four chess games played in a row with two of the elements matched against one another. Since chess players face each other across the board, we recommend setting this game up as two rows, with each row being one of the two sides of a chessboard. There are six people but eight chess positions; therefore, there will be repeating elements. However, unlike Game 1, we are told that everyone must play at least one game, which limits the repeats to at most two elements. Here's what your final diagram should look like.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	- -

Step 2: Symbolize and Double-check the Clues Clue 1 is a concrete clue and should be marked on the diagram.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	- -

Clue 2 is a concrete clue and should be marked on the diagram

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	L -

Clue 3 includes two pieces of information. First, N is limited to only one game. This should be crib-noted. The next is an antiblock. N cannot play against P. Make the antiblock vertical to match the diagram.

③

N
P

 N = 1 only

Clue 4 provides quite a bit of information. We are told that S is a repeat but plays exactly 2 games and that O is limited to one game. Finally, we are given a long block since O plays between the two games that S plays. Crib-note the limits on O and S and create the horizontal block with lines in between to indicate different games.

④

S	O	S
---	---	---

S = exactly 2
O = 1 only

Be sure to double-check the clues every time!

Step 3: Make Deductions and Size Up the Game Hopefully, you went immediately to the long horizontal block. This clue uses up three of the four games. We should look for a distribution deduction. Let's place the SOS block in the first, second, and third spaces. L must be in the fourth space.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	L -
Distribution 1	- S -	- O - (T)	- S -	- L - (T)

We don't know the location of T. N and P cannot play against each other with this distribution, so that's okay. There are no other deductions to be made, but we have to fill in only four players instead of eight.

Let's try another distribution. Put the SOS block in games two, three, and four. L still must be in game 4, so mark that on the diagram. Since game 4 is full and since everyone must play, T must play game 2. N and P cannot play against one another but each must play, so one of them must be in game 3 and the other in game 1.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	L -
Distribution 1	S -	O - (T)	S -	L - (T)
Distribution 2	- - N/P	S - T	O - N/P	S - L

This second distribution is pretty restrictive, so you should expect more questions to focus on the first one. Since we have two solid distributions, let's dive into the questions.

Steps 4–6: Assess the Question, Act, and Use Process of Elimination Question 6 appears to be a Grab-a-Rule, so let's start there.

6. Which one of the following could be an accurate list of the contestants who play in each of the four games?

- (A) first game: Pachai, Santiago; second game: Ofelia, Tyrone; third game: Pachai, Santiago; fourth game: Lulu, Nam 
- (B) first game: Lulu, Nam; second game: Pachai, Santiago; third game: Ofelia, Tyrone; fourth game: Lulu, Santiago 
- (C) first game: Pachai, Santiago; second game: Lulu, Tyrone; third game: Nam, Ofelia; fourth game: Lulu, Nam 
- (D) first game: Nam, Santiago; second game: Nam, Ofelia; third game: Pachai, Santiago; fourth game: Lulu, Tyrone 
- (E) first game: Lulu, Nam; second game: Santiago, Tyrone; third game: Lulu, Ofelia; fourth game: Pachai, Santiago 

Here's How to Crack It

The one thing you have to be cautious of is the format of the answer choices. They tend to blur together, so take your time as you check these.

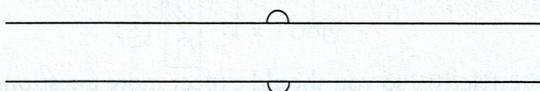
Choice (B) violates clue 1, so it is eliminated.

Choice (E) violates clue 2, so it is eliminated.

Choice (D) violates clue 3 (N = 1 only), so it is gone.

Choice (C) violates clue 4, so get rid of it too.

Choice (A) is the only one remaining, so it must be the correct answer. Lock it in and move on to the Specific questions.



8. If Tyrone plays in the fourth game, then which one of the following could be true?

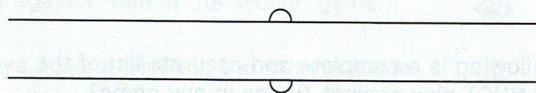
- (A) Nam plays in the second game. 
- (B) Ofelia plays in the third game. 
- (C) Santiago plays in the second game. 
- (D) Nam plays a game against Lulu. 
- (E) Pachai plays a game against Lulu. 

Here's How to Crack It

This question tells us that T plays in the fourth game. Create a new line on your diagram. We have to use distribution 1, so carry that down as well.

LNOPST	T 1	2	T 3	4
Clue Shelf	- -	- -	- -	- L
Distribution 1	- S	- 0 (T)	- S	- L (T)
Distribution 2	- N/P	- S T	- 0 N/P	- S L
⑧	- S	- 0	- S	- L T

We don't have any information about the other three spaces, but let's look at the answer choices. We are asked what could be true, so let's eliminate any answer choice that must be false. Choice (A) could be true based upon our diagram. Hold on to it for now. Choice (B) is false. O can play only one game and she is playing second. Eliminate (B). Choice (C) is also false since S plays first and third, so get rid of it. Choice (D) is false. Based upon our diagram, N can be partnered only against S or O. Choice (E) is false for the same reason. The answer must be (A).



11. If Ofelia plays in the third game, which one of the following must be true?

- (A) Lulu plays in the third game.
- (B) Nam plays in the third game.
- (C) Pachai plays in the first game.
- (D) Pachai plays in the third game.
- (E) Tyrone plays in the second game.

Here's How to Crack It

Since O plays in the third game, we need to use the second distribution. This is good news since this one is much more restrictive! Carry down all the deductions from this distribution and dive into the answer choices.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	- L
Distribution 1	- S	- O (T)	- S	- L (T)
Distribution 2	- N/P	- S T	- O N/P	- S L
(8)	- S	- O	- S	- L T
(11)	- N/P	- S T	- O N/P	- S L

This question asks for what must be true, so let's see if our diagram matches an answer. N or P could play third, L cannot play third, and we have no information about game 1. However, we have T locked in to game 2 against S. Therefore, (E) must be true. Lock it in and move on.



The General questions on this game may have seemed daunting, but our distribution deductions should make short work of them.

Let's look at question 10.

10. Which one of the following is a complete and accurate list of the contestants who CANNOT play against Tyrone in any game?

- (A) Lulu, Pachai
- (B) Nam, Ofelia
- (C) Nam, Pachai
- (D) Nam, Santiago
- (E) Ofelia, Pachai

Here's How to Crack It

This question asks for a list of people whom T cannot play against. We know from prior work that T can play against S and L, so eliminate any answer choice that includes those elements. Choices (A) and (D) are gone. Now, let's look at our deductions. T has a fixed location in distribution 2, so let's look at distribution 1. In this distribution, T could also play against either O or L (since T can be only in game 2 or 4). Here's an example of one possible play.

LNOPST	1	2	3	4
Clue Shelf	- -	- -	- -	- L
Distribution 1	- S	- O (T)	- S	- L (T)
Distribution 2	- N/P	- S T	- O N/P	- S L
(8)	- S	- O	- S	- L T
(11)	- N/P	- S T	- O N/P	- S L
(10)	- S N	- O T	- S L	- L P

Therefore, you can eliminate answers with O in them. Choices (B) and (E) are also gone, leaving you with (C).

9. Which one of the following could be true?

- (A) Pachai plays against Lulu in the first game. 
- (B) Pachai plays against Nam in the second game. 
- (C) Santiago plays against Ofelia in the second game. 
- (D) Pachai plays against Lulu in the third game. 
- (E) Nam plays against Santiago in the fourth game. 

Here's How to Crack It

This question, at first glance, appears pretty open-ended and thus labor-intensive. For questions like this, rely on the POE correlate. Since the answer *could be true*, you can eliminate all the answers which *must be false*. Let's use our two distributions to eliminate anything that must be false.

Choice (A) appears like it could fit into distribution 2, so leave it alone. Choice (B) cannot work in either distribution, so get rid of it. Choice (C) cannot work in either distribution, not to mention that it violates clue 4, so eliminate it. Choice (D) does not work in either distribution, so it too must be false—eliminate it. Choice (E) doesn't work in either distribution and violates clue 2, so it is gone. The only remaining answer is (A).

7. Which one of the following contestants could play in two consecutive games?

- (A) Lulu 
- (B) Nam 
- (C) Ofelia 
- (D) Santiago 
- (E) Tyrone 

Here's How to Crack It

This innocuous question is actually among the more challenging of this set, which is why we are explaining it last. The trick with this question is to rely more upon your rules than your deductions to eliminate bad answer choices. Our rules state that O and N play in exactly one game each. Therefore, they cannot play consecutive games. Eliminate (B) and (C). S plays two games, but our rules tell us that his games are separated by O, so eliminate (D). Finally, T cannot play on the odd-numbered games. Therefore, he cannot be consecutive either. Eliminate (E). The only remaining answer choice is (A).

Answers for Game 3 (pages 268–269)

12. E PrepTest 56, Section 1, Question 1
13. B PrepTest 56, Section 1, Question 2
14. C PrepTest 56, Section 1, Question 3
15. C PrepTest 56, Section 1, Question 4
16. A PrepTest 56, Section 1, Question 5
17. E PrepTest 56, Section 1, Question 6

Explanations for Game 3

Ranking: Of the four games, this one is the easiest. You should have done this either first or second.

Step 1: Diagram and Inventory This is a 1D ordering game in which the six players will each be used exactly once. The task in this game is to schedule auditions for saxophonists. Use a standard ordering diagram with columns labeled 1 through 6. The players in the game are F, G, H, J, K, and L.

FGHJKL

1	2	3	4	5	6

Step 2: Symbolize and Double-check the Clues

Clue 1 is an ordering clue that can be diagrammed as J—H

Clue 2 is another ordering clue, and it can be diagrammed as G—K

Clue 3 is a block clue for an ordering game that can be diagrammed as $\boxed{GL} / \boxed{LG}$

Clue 4 is a range clue, but does not specify which player goes first in the order. It can be diagrammed as $\boxed{J-L} / \boxed{L-J}$

Be sure to double-check these clues carefully.

Step 3: Make Deductions and Size Up the Game There are several deductions that can be made in this game. Also, note the large number of General questions versus Specific questions. The two ordering clues let you know that H can't be first and J can't be last and that K can't be first and G can't be last. You can combine clues 2 and 3 to show that K also can't be second since both G and L must come before it.

Here's what we have marked.

FGHJKL	~K					~G
	~H	~K				~J
	1	2	3	4	5	6

Steps 4–6: Assess the Question, Act, and Use Process of Elimination Question 12 appears to be a Grab-a-Rule, so let's start there.

12. Which one of the following is an acceptable schedule for the auditions, listed in order from 1 P.M. through 6 P.M.?

- (A) Fujimura, Gabrieli, King, Jackson, Herman, Lauder 
- (B) Fujimura, King, Lauder, Gabrieli, Jackson, Herman 
- (C) Fujimura, Lauder, Gabrieli, King, Jackson, Herman 
- (D) Herman, Jackson, Gabrieli, Lauder, King, Fujimura 
- (E) Jackson, Gabrieli, Lauder, Herman, King, Fujimura 

Here's How to Crack It

The one thing you have to be cautious of is the format of the answer choices. They tend to blur together, so take your time as you check these.

Clue 1 states that Jackson should be before Herman, so eliminate (D).

Clue 2 states that Gabrieli should be before King, so eliminate (B).

Clue 3 states that Gabrieli and Lauder are next to each other, so eliminate (A).

Clue 4 eliminates (C) since there should be exactly one space between Jackson and Lauder instead of two.

The only remaining answer choice does not violate any clues. Therefore, the credited response is (E).

16. If Fujimura's audition is not scheduled to begin at 1 P.M., which one of the following could be true?

- (A) Herman's audition is scheduled to begin at 6 P.M. 
- (B) Gabrieli's audition is scheduled to begin at 5 P.M. 
- (C) Herman's audition is scheduled to begin at 3 P.M. 
- (D) Jackson's audition is scheduled to begin at 2 P.M. 
- (E) Jackson's audition is scheduled to begin at 5 P.M. 

Here's How to Crack It

The question tells you that F can't be first, and you already know from your deductions that neither H nor K can be first either. That leaves G, J, and L as possibilities for the first slot, so you'll have to try each one.

Start with G. If G is first, then L will have to be second (Clue 3) and J will have to be fourth (Clue 4). H, K, and F have a few possible orders in the remaining three spaces. This arrangement doesn't seem to present any problems, so leave it for now and move on to the next option.

If J is first, then L will be third (Clue 4) and G will be either second or fourth (Clue 3). Again, H, K, and F have a few possible orders in the remaining three spaces, so this scenario works with the clues. Look at the final possibility.

If L is first, then G must be second (Clue 3) and J must be third (Clue 4). H, K, and F have a few possible orders in the remaining three spaces, so this scenario seems okay, too.